



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 4

Test Date: March 2009
Code: 10211181
SAU: Brewer School Department
School: State Street School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2009

Grade: 4

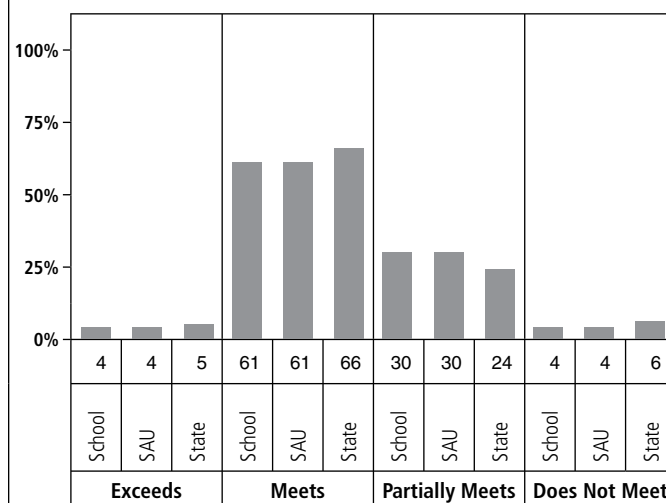
SAU: Brewer School Department

School: State Street School

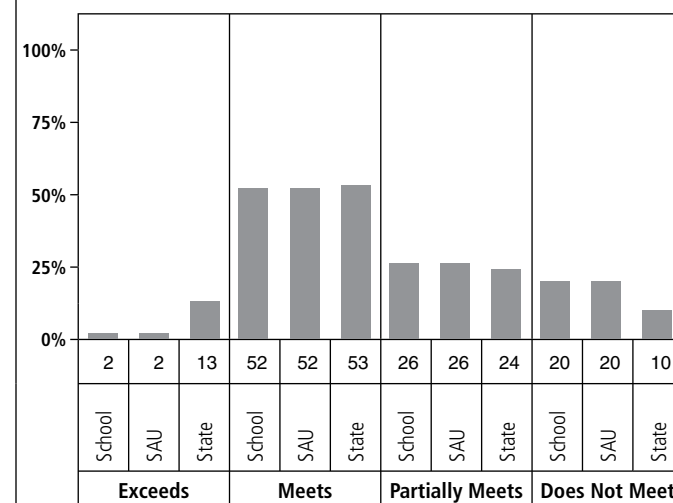
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	447	447	445
2007–2008	446	446	445
2008–2009	446	446	446
Cum. Avg.*	446	446	445
Mathematics			
2006–2007	443	443	445
2007–2008	442	442	445
2008–2009	440	440	446
Cum. Avg.*	442	442	445

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 4
SAU: Brewer School Department
School: State Street School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	94	100	94	100	13805	100	93	99	93	99	13737	100	93	99	93	99	13746	100						
Ethnicity African American/Black	2	2	2	2	419	3	2	100	2	100	410	98	2	100	2	100	416	99						
American Indian or Native Alaskan	0	0	0	0	125	1	0	0	0	0	124	99	0	0	0	0	124	99						
Asian or Pacific Islander	1	1	1	1	229	2	0	0	0	0	223	97	0	0	0	0	227	99						
Hispanic	1	1	1	1	149	1	1	100	1	100	148	99	1	100	1	100	148	99						
Caucasian/White	90	96	90	96	12883	93	90	100	90	100	12832	100	90	100	90	100	12831	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	15	16	15	16	2383	17	15	100	15	100	2366	100	15	100	15	100	2364	99						
Current LEP	0	0	0	0	377	3	0	0	0	0	362	96	0	0	0	0	373	99						
Economically disadvantaged	29	31	29	31	5819	42	28	97	28	97	5782	99	28	97	28	97	5788	100						
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	78	83	78	83	10439	76	78	83	78	83	10471	76						
Identified disability (PET/IEP)	2	3	2	3	351	3	2	3	2	3	367	4						
LEP	0	0	0	0	171	2	0	0	0	0	172	2						
504 plan	2	3	2	3	92	1	2	3	2	3	90	1						
Participation with accommodations	14	15	14	15	3142	23	14	15	14	15	3138	23						
Identified disability (PET/IEP)	12	86	12	86	1860	59	12	86	12	86	1860	59						
LEP	0	0	0	0	186	6	0	0	0	0	198	6						
504 plan	1	7	1	7	71	2	1	7	1	7	73	2						
Other	1	7	1	7	1060	34	1	7	1	7	1043	33						
Participation through alternate assessment (PAAP)	1	1	1	1	155	1	1	1	1	1	137	1						
Identified disability (PET/IEP)	1	100	1	100	155	100	1	100	1	100	137	100						
LEP	0	0	0	0	4	3	0	0	0	0	3	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0												
Approved non-participation – special consideration	0	0	0	0	11	0	0	0	0	0	11	0						
Non-participation – other	1	1	1	1	57	0	1	1	1	1	48	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 4
SAU: Brewer School Department
School: State Street School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 462–480)	2006-2007	1	1	1	1	507	4
	2007-2008	6	7	6	7	559	4
	2008-2009	4	4	4	4	672	5
	Cum. Total*	11	4	11	4	1738	4
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 442–460)	2006-2007	81	79	81	79	8749	63
	2007-2008	52	57	52	57	8308	59
	2008-2009	56	61	56	61	8917	66
	Cum. Total*	189	66	189	66	25974	63
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 432–440)	2006-2007	17	17	17	17	3467	25
	2007-2008	28	30	28	30	3922	28
	2008-2009	28	30	28	30	3241	24
	Cum. Total*	73	26	73	26	10630	26
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 400–430)	2006-2007	3	3	3	3	1165	8
	2007-2008	6	7	6	7	1264	9
	2008-2009	4	4	4	4	751	6
	Cum. Total*	13	5	13	5	3180	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	30.9	64.4	30.9	64.4	31.6	65.8
A1/A2 Interconnected Elements/Literary Text	24	50	16.0	66.7	16.0	66.7	16.1	67.1
A1/A3 Interconnected Elements/Informational Text	24	50	14.9	62.1	14.9	62.1	15.5	64.6

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 4
 SAU: Brewer School Department
 School: State Street School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	92	4	4	56	61	28	30	4	4	446	92	4	61	30	4	446	13581	5	66	24	6	446
Ethnicity																						
African American/Black	2										2						408	2	51	31	16	441
American Indian or Native Alaskan	0										0						122	1	59	34	6	444
Asian or Pacific Islander	0										0						221	9	62	22	7	447
Hispanic	1										1						146	1	64	28	6	445
Caucasian/White	89	4	4	54	61	28	31	3	3	446	89	4	61	31	3	446	12684	5	66	24	5	446
Not Reported	0										0						0					
Identified disability																						
Yes	14	0	0	5	36	8	57	1	7	437	14	0	36	57	7	437	2211	1	39	42	18	439
No	78	4	5	51	65	20	26	3	4	447	78	5	65	26	4	447	11370	6	71	20	3	448
Current LEP																						
Yes	0										0						357	3	42	36	19	440
No	92	4	4	56	61	28	30	4	4	446	92	4	61	30	4	446	13224	5	66	24	5	446
Economically disadvantaged																						
Yes	27	1	4	13	48	10	37	3	11	443	27	4	48	37	11	443	5677	2	57	32	9	443
No	65	3	5	43	66	18	28	1	2	447	65	5	66	28	2	447	7904	7	72	18	3	448
Migrant																						
Yes	0										0						6	0	67	33	0	445
No	92	4	4	56	61	28	30	4	4	446	92	4	61	30	4	446	13575	5	66	24	6	446
Gender																						
Female	42	3	7	34	81	5	12	0	0	450	42	7	81	12	0	450	6580	7	68	21	5	448
Male	50	1	2	22	44	23	46	4	8	442	50	2	44	46	8	442	7001	3	64	27	6	445
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	11	0	0	3	27	7	64	1	9	438	11	0	27	64	9	438	2127	1	48	42	9	441
No	81	4	5	53	65	21	26	3	4	447	81	5	65	26	4	447	11454	6	69	20	5	447
Gifted/talented program																						
Yes	0										0						324	27	72	1	0	458
No	92	4	4	56	61	28	30	4	4	446	92	4	61	30	4	446	13257	4	65	24	6	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 4

SAU: Brewer School Department

School: State Street School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N													
How much homework do you do on school nights?																						
A. none	0										0						4	2	45	36	17	441
B. less than one hour	86	3	4	49	63	23	29	3	4	446	86	4	63	29	4	446	75	5	67	23	4	447
C. one to two hours	14	1	8	7	54	4	31	1	8	445	14	8	54	31	8	445	18	5	67	23	5	447
D. more than two hours	0										0						2	3	45	36	16	442
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	47	3	7	31	72	6	14	3	7	449	47	7	72	14	7	449	40	8	71	17	4	449
B. good	34	1	3	18	58	11	35	1	3	444	34	3	58	35	3	444	45	3	66	25	5	446
C. fair	19	0	0	7	41	10	59	0	0	441	19	0	41	59	0	441	13	1	54	35	10	442
D. poor	0										0						2	0	39	42	19	439
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	16	1	7	11	73	3	20	0	0	449	16	7	73	20	0	449	31	8	69	19	4	448
B. They match some of what I have learned.	62	3	5	36	64	14	25	3	5	447	62	5	64	25	5	447	53	4	68	23	4	447
C. They match just a little of what I have learned.	21	0	0	9	47	9	47	1	5	440	21	0	47	47	5	440	11	2	54	35	10	442
D. There is no match.	1	0	0	0	0	1	100	0	0	438	1	0	0	100	0	438	4	1	39	40	20	439
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	31	2	7	12	43	12	43	2	7	442	31	7	43	43	7	442	19	4	54	31	11	443
B. about the same as my regular schoolwork	55	2	4	36	72	10	20	2	4	448	55	4	72	20	4	448	63	6	69	22	4	447
C. easier than my regular schoolwork	14	0	0	8	62	5	38	0	0	445	14	0	62	38	0	445	18	4	68	23	5	446
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	19	0	0	5	29	10	59	2	12	437	19	0	29	59	12	437	13	0	39	43	17	439
B. Most of the passages were about the same as what I normally read.	50	2	4	33	73	8	18	2	4	448	50	4	73	18	4	448	52	4	69	24	4	446
C. Most of the passages were easier than what I normally read.	31	1	4	18	64	9	32	0	0	448	31	4	64	32	0	448	35	9	72	16	3	449
How much time do you spend reading at home each day?																						
A. more than one hour	12	0	0	8	73	2	18	1	9	446	12	0	73	18	9	446	21	8	68	19	5	448
B. 20 minutes to an hour	73	4	6	43	65	17	26	2	3	447	73	6	65	26	3	447	55	5	70	21	4	447
C. less than 20 minutes	10	0	0	3	33	5	56	1	11	438	10	0	33	56	11	438	13	2	57	33	8	443
D. I rarely read at home.	5	0	0	2	40	3	60	0	0	440	5	0	40	60	0	440	11	1	51	37	11	442
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	23	2	10	10	50	7	35	1	5	443	23	10	50	35	5	443	25	3	59	30	8	444
B. six to ten pages	20	1	6	10	59	5	29	1	6	446	20	6	59	29	6	446	24	4	64	26	6	445
C. eleven or more pages	57	1	2	33	66	14	28	2	4	447	57	2	66	28	4	447	51	7	70	20	4	448
Optional school/SAU question																						
A.	25	0	0	0	0	1	100	0	0	436	25	0	0	100	0	436						
B.	50	0	0	1	50	1	50	0	0	450	50	0	50	50	0	450						
C.	25	0	0	1	100	0	0	0	0	442	25	0	100	0	0	442						
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 4
SAU: Brewer School Department
School: State Street School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 462–480)	2006-2007	9	9	9	9	1054	8
	2007-2008	7	8	7	8	1321	9
	2008-2009	2	2	2	2	1712	13
	Cum. Total*	18	6	18	6	4087	10
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 442–460)	2006-2007	44	43	44	43	7394	53
	2007-2008	40	43	40	43	7079	51
	2008-2009	48	52	48	52	7270	53
	Cum. Total*	132	46	132	46	21743	52
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 430–440)	2006-2007	37	36	37	36	3729	27
	2007-2008	33	36	33	36	3955	28
	2008-2009	24	26	24	26	3219	24
	Cum. Total*	94	33	94	33	10903	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 400–428)	2006-2007	12	12	12	12	1735	12
	2007-2008	12	13	12	13	1642	12
	2008-2009	18	20	18	20	1408	10
	Cum. Total*	42	15	42	15	4785	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	26.6	55.4	26.6	55.4	30.8	64.2
A. Number	20	42	10.0	50.0	10.0	50.0	12.5	62.5
B. Data	8	17	5.0	62.5	5.0	62.5	5.3	66.3
C. Geometry	10	21	5.7	57.0	5.7	57.0	6.5	65.0
D. Algebra	10	21	5.9	59.0	5.9	59.0	6.5	65.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 4
 SAU: Brewer School Department
 School: State Street School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	92	2	2	48	52	24	26	18	20	440	92	2	52	26	20	440	13609	13	53	24	10	446
Ethnicity																						
African American/Black	2										2						415	5	41	30	24	439
American Indian or Native Alaskan	0										0						123	12	46	28	13	445
Asian or Pacific Islander	0										0						225	22	45	20	12	448
Hispanic	1										1						147	3	58	30	10	443
Caucasian/White	89	2	2	47	53	22	25	18	20	440	89	2	53	25	20	440	12699	13	54	23	10	447
Not Reported	0										0						0					
Identified disability																						
Yes	14	0	0	4	29	3	21	7	50	432	14	0	29	21	50	432	2227	3	34	33	30	437
No	78	2	3	44	56	21	27	11	14	441	78	3	56	27	14	441	11382	14	57	22	7	448
Current LEP																						
Yes	0										0						370	7	35	31	27	439
No	92	2	2	48	52	24	26	18	20	440	92	2	52	26	20	440	13239	13	54	23	10	447
Economically disadvantaged																						
Yes	27	1	4	8	30	10	37	8	30	436	27	4	30	37	30	436	5704	6	48	30	16	442
No	65	1	2	40	62	14	22	10	15	442	65	2	62	22	15	442	7905	18	57	19	6	450
Migrant																						
Yes	0										0						6	17	33	50	0	448
No	92	2	2	48	52	24	26	18	20	440	92	2	52	26	20	440	13603	13	53	24	10	446
Gender																						
Female	42	0	0	24	57	11	26	7	17	441	42	0	57	26	17	441	6591	12	54	24	11	446
Male	50	2	4	24	48	13	26	11	22	439	50	4	48	26	22	439	7018	13	53	24	10	447
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	11	0	0	4	36	1	9	6	55	433	11	0	36	9	55	433	2131	3	41	38	18	440
No	81	2	2	44	54	23	28	12	15	441	81	2	54	28	15	441	11478	14	56	21	9	448
Gifted/talented program																						
Yes	0										0						324	64	34	2	0	464
No	92	2	2	48	52	24	26	18	20	440	92	2	52	26	20	440	13285	11	54	24	11	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 4

SAU: Brewer School Department

School: State Street School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	0 86 14 0										0 86 14 0						4 75 18 2	4 13 12 7	37 55 54 39	30 23 24 29	28 9 10 25	438 447 446 440
Which of the following best describes how you rate yourself as a student in mathematics? A. very good B. good C. fair D. poor	31 51 15 3	2 0 0 0	7 0 0 0	15 26 6 1	54 57 43 33	8 11 4 1	29 24 29 33	3 9 4 1	11 20 29 33	445 439 436 434	31 51 15 3	7 0 0 0	54 57 43 33	29 24 29 33	11 20 29 33	445 439 436 434	37 45 14 3	22 9 3 2	56 56 46 33	16 25 34 35	7 9 17 29	451 446 440 436
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics? A. The questions on the test match what I have learned in mathematics class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	18 60 16 5	0 2 0 0	0 4 0 0	8 33 5 2	50 60 33 40	6 13 5 0	38 24 33 0	2 7 5 3	13 13 33 60	442 442 433 432	18 60 16 5	0 4 0 0	50 60 33 40	38 24 33 0	13 13 33 60	442 442 433 432	35 51 10 4	19 11 5 3	56 56 43 26	19 25 31 33	7 8 21 37	450 446 440 434
How hard was the mathematics part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	27 62 11	0 2 0	0 4 0	9 34 4	38 62 40	10 10 3	42 18 30	5 9 3	21 16 30	436 443 435	27 62 11	0 4 0	38 62 40	42 18 30	21 16 30	436 443 435	17 62 21	5 13 18	44 57 53	31 23 19	20 7 10	441 448 449
On average, how many minutes a day do you spend working on mathematics in class? A. less than 30 minutes B. 30–45 minutes C. 45–60 minutes D. more than 60 minutes	3 26 64 7	0 0 2 0	0 0 3 0	1 13 31 3	33 54 53 50	0 6 17 1	0 25 29 17	2 5 8 2	67 21 14 33	429 438 442 439	3 26 64 7	0 0 3 0	33 54 53 50	0 25 29 17	67 21 14 33	429 438 442 439	7 25 38 30	6 7 14 18	36 52 56 56	32 28 22 19	27 12 8 7	438 444 448 449
How often do you use calculators in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	3 9 38 49	0 1 0 1	0 13 0 2	0 3 20 25	0 38 57 56	1 2 10 11	33 25 29 24	2 2 5 8	67 25 14 18	428 439 442 440	3 9 38 49	0 13 0 2	0 38 57 56	33 25 29 24	67 25 14 18	428 439 442 440	3 12 32 53	4 13 15 11	36 51 58 53	31 26 20 25	28 10 7 11	438 446 449 446
How often do you use hands-on materials in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	23 41 22 13	0 1 1 0	0 3 5 0	15 19 7 6	71 51 35 50	2 12 8 2	10 32 40 17	4 5 4 4	19 14 20 33	442 440 440 438	23 41 22 13	0 3 5 0	71 51 35 50	10 32 40 17	19 14 20 33	442 440 440 438	26 32 26 17	12 14 13 9	50 57 56 50	25 21 22 27	13 7 8 13	445 448 448 444
Optional school/SAU question A. B. C. D.	25 50 25 0	0 0 0 0	0 0 0 0	0 1 1 1	0 50 100 100	0 0 0 0	0 0 0 0	1 1 0 0	100 50 0 0	428 440 442 442	25 50 25 0	0 0 0 0	0 50 100 0	0 0 0 0	100 50 0 0	428 440 442 442						